**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2nd grade** | | | **Date(s)**: day 4 |
| **Unit Title: Unit 1 Task 3**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task:** | | |
| **Essential Question(s):**  **How do patterns help me skip count?**  **How do I compose numbers up to 1,000?**  **How do you know the value of a number?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **dice**  overhead | | **Student:**  **A set of dice for each student**  **Number cards for each student.** | | | ***compare,***  ***less than ,***  ***greater than,***  ***equal to***  **base ten**  **tens**  **hundreds** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.3**  *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)*  (Correlates to NCSCOS Math Objective 1.01b)  **2.NBT.4**  *Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.* (Correlates to NCSCOS Math Objective 1.01c) | | | | | |
| **I Can Statement(s): I can read numbers to 1,000 using base ten, number names and expanded form.**  **I can use base ten blocks and number lines to count up.**  **I can compare three digit numbers using >,=,<.**  **I can compare three digit numbers and record the results.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Using 3 dice roll and ask students to tell you the number you can make with that number.  Do three times and record the numbers that the students came up with. | | | | | |
| **Teacher Directed: Using one of the numbers that the students made tell them that you can find the largest possible number/smallest possible number. For example 394. The largest number that I can make would be 943. I had to place the largest number in the hundreds place. The next largest number in the tens place and the smallest number in the ones place. Model this strategy several times.** | | | | | |
| **Guided Practice: Hand out number cards (0-9) there may be clear ones in the math kits or you may want to have some laminated ahead of time. Roll your dice to find a number. Have students to pull out those digits only and then find the largest and smallest number.** | | | | | |
| **Independent Practice: With a partner hand out a set of dice for each group. Have one person to roll the dice while the other person pulls out those digits and makes the largest possible number and smallest possible number. Switch roles and play several times.** | | | | | |
| **Closing/Summarizing Strategy:**  **Teacher made assessment: students are given sets of three numbers and asked to make the largest and smallest number possible using those digits. Model assessment after Unit 1 pre-assessment.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Once this activity has been done whole group it can be place into a station for review. | | | Small group instruction with colored cards where students practice creating the largest/smallest number. | | | Pre-teach vocabulary: ***compare, less than , greater than, equal to***  Include these words and math word wall cards for math dictionary. |
| **Assessment(s): Teacher made assessment** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |
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